



Arizona Charter School Program  
Arizona Department of Education

Mission: AZ Charter School Program Ensures High-Quality Educational Choices by  
Selecting, Monitoring, and Assisting Transformative Leaders

**Important Note: This document is not the application itself. It is the evaluation criteria for reviewers to score the application. It may also serve as a guide for applicants to assist in meeting the expectations of the application.**

**A. Executive Summary - Non Scoring (Max 1000 words)**

Element:

1. A description of the education program to be implemented by the proposed charter school.
2. A description of the objectives of the charter school and the methods by which the charter school will determine its progress toward achieving those objectives.

**B. Charter Entity Founders – Total points possible: 40 points**

Element:	Rating Description
1. Provide a clear and concise mission statement aligned with the needs of disadvantaged students. (Max 75 words)	<i>Non Scoring</i>
2. Describe the background of the founders/leaders including their experience in supporting the successful planning and implementations of the school.	<i>Non Scoring</i>
3. Capacity Interview	15 points scored by the AZCSP staff
4. Provide evidence that demonstrates the applicant's ability to improve academic achievement in reading and math with disadvantaged students. Evidence must include data from reliable, research-based assessment/benchmarks that identifies the percentage of students who met standards.	<p>1) <b>F</b> – The applicant <b>did not</b> provide evidence of academic improvement in growth or percent passing on the state assessment among disadvantaged students.</p> <p>2) <b>A</b> - The applicant provided evidence that <b>fewer than 50%</b> of disadvantaged students* served by the applicant passed the state assessment or attained a minimum of one year's growth in math and reading.</p> <p>3) <b>M</b> - The applicant provided evidence that <b>at least 50%</b> of disadvantaged students served by the applicant passed the state assessment or attained a minimum of one year's growth in math and reading.</p> <p>4) <b>E</b> - The applicant provided evidence that <b>at least 75%</b> of disadvantaged students served by the applicant passed the state assessment or attained a minimum of one year's growth in math and reading</p>

Evidence:	
5. Define the community the charter school will serve and provide the supporting data on how the applicant would address the needs of the defined community.	
a) What are the distinctive characteristics of the target community?	<p>1) <b>F</b> - The applicant <b>has not provided</b> evidence that defined the community.</p> <p>2) <b>A</b> - The applicant <b>has provided little evidence</b> of area demographics, target student population data, crimes stats, health data that defined the community.</p> <p>3) <b>M</b> - The applicant <b>has provided sufficient evidence</b> of area demographics, target student population data, crimes stats, health data that defined the community.</p> <p>4) <b>E</b> - The applicant <b>has provided evidence based on extensive research</b> such as area demographics, target student population data, crimes stats, health data that defined the community.</p>
Evidence:	
b) What are the academic needs of the community? What is the supporting data?	<p>1) <b>F</b> - The applicant <b>has not provided</b> evidence that defined the needs of the community.</p> <p>2) <b>A</b> - The applicant <b>has provided little evidence</b> such as school academic data that defined the needs of the community.</p> <p>3) <b>M</b> - The applicant <b>has provided sufficient evidence</b> such as school academic data that defined the needs of the community.</p> <p>4) <b>E</b> - The applicant <b>has provided evidence based on extensive research</b> such as school academic data that defines the needs of the community.</p>
Evidence:	
c) What are the major challenges the charter school would face? What is the plan to address those challenges?	<p>1) <b>F</b> - The applicant <b>has not provided</b> evidence that defines its challenges and their plan to address their challenges.</p> <p>2) <b>A</b> - The applicant <b>has provided little evidence</b> such as attendance, transportation, before and after school needs, parent participation, target student population data that defines its challenges and their plan to address their challenges.</p> <p>3) <b>M</b> - The applicant <b>has provided sufficient evidence</b> such as attendance, transportation, before and after school needs, parent participation, target student population data that defines its challenges and their plan to address their challenges.</p>

	<p>4) <b>E</b> - The applicant <b>has provided evidence based on extensive research</b> such as attendance, transportation, before and after school needs, parent participation, target student population data that defines its challenges and their plan to address their challenges.</p> <p>The applicant has identified and developed relationships/partnership with area community and neighborhood groups or associations.</p>
Evidence:	

Section B	F – 1	A – 2	M – 3	E – 4
1.				
2.				
3.	<i>Scored by AZ CSP</i>			
4.				
5 a.				
5 b.				
5 c.				
			<b>Points earned:</b>	<b>/40</b>

**C. Governance – Total points possible: 25 points**

Element:	Rating Description
<p>1. Describe how the charter school will be governed and managed. An organizational structure chart shall be submitted.</p>	<p>1) <b>F</b> - The governing body <b>has not developed an organizational structure.</b></p> <p>2) <b>A</b> - The governing body <b>has developed an organizational structure</b> but it is poorly defined and lacks clarity.</p> <p>3) <b>M</b> - The governing body <b>has developed an organizational structure.</b> The reporting structure within the organization <b>ensures</b> the decisions and actions in accordance with defined roles and responsibilities of the governing body.</p> <p>4) <b>E</b> - The governing body <b>has developed an organizational structure.</b> The reporting structure within the organization <b>ensures</b> the decisions and actions in accordance with defined roles and responsibilities of the governing body. <b>The succession plan and organizational structure are consistent within the organization.</b></p>
Evidence:	
<p>2. Describe how the governing authority will create and monitor the strategic plan.</p>	<p>1) <b>F</b> - The governing body <b>has not developed a strategic plan.</b></p> <p>2) <b>A</b> - The governing body <b>has developed a strategic plan</b> but it is poorly defined and lacks clarity. The monitoring mechanism is inadequate.</p>

	<p>3) <b>M</b> - The governing body <b>has developed a strategic plan</b> which is well defined with clear outcomes. The monitoring mechanism is adequate.</p> <p>4) <b>E</b> - The governing body has developed a sustainable strategic plan <b>to provide directions, assistance, and resources to align, support, and enhance all parts of the system to improve student success.</b> The monitoring mechanism consists of <b>multiple metrics</b> to measure the progress of the strategic plan.</p>
Evidence:	
<p>3. What is the process in place or will be in place to allocate human, material, and fiscal resources for systemic and sustainable implementation of educational programs which enable educationally disadvantaged students to achieve the state College and Career Ready (CCR) Standards?</p>	<p>1) <b>F</b> - The governing body <b>has not developed or is at the beginning stage of developing a system</b> to provide adequate human, material, and fiscal resource to implement educational programs that enable target students to achieve expectations for their learning.</p> <p>2) <b>A</b> - The governing body <b>has developed a preliminary system</b> to provide adequate human, material, and fiscal resource to implement educational programs that enable target students to achieve expectations for their learning but <b>lacks sustainability.</b></p> <p>3) <b>M</b> - The governing body <b>has developed a sustainable system</b> to provide adequate human, material, and fiscal resource to implement educational programs that enable target students to achieve expectations for their learning.</p> <p>4) <b>E</b> - The governing body has <b>developed a sustainable system</b> to provide adequate human, material, and fiscal resource to implement educational programs that enable target students to achieve expectations for their learning. <b>The system is a formalized and systematic process to determine and provide sufficient resources to support school's purpose, educational programs, and continuous improvement.</b></p>
Evidence:	
<p>4. What is the succession plan for governing body members and key school leadership to sustain the school's mission?</p>	<p>1) <b>F</b> - The governing body <b>has not developed or is at the beginning stage of developing</b> a succession plan for board members and key school leaders.</p> <p>2) <b>A</b> - The governing body <b>has developed</b> a succession plan for board members and key school leaders but <b>lacks sustainability.</b></p> <p>3) <b>M</b> - The governing body <b>has a sound succession plan</b> for governing board members and key school leaders <b>who are advocates for the school's mission and improvement efforts.</b></p>

	4) <b>E</b> - The governing body <b>has a sound succession plan</b> for governing board members and key school leaders <b>who are advocates for the school's mission and improvement efforts</b> . The plan <b>provides opportunities for professional growth</b> for leaders to sustain the school's mission.
Evidence:	
5. Describe how the charter school will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act.	<i>Non Scoring - Must be addressed for a complete application</i>

Section C	F - 1	A - 2	M - 3	E - 4
1.				
2.				
3.				
4.				
5.				
			<b>Points earned:</b>	<b>/25</b>

**D. Leadership – Total points possible: 25 points**

Element:	Rating Description
1. What process is in place or will be in place to develop challenging curriculum including supplemental curriculum aligned with the state CCR that meets the unique needs of disadvantaged students?	<p>1) <b>F</b> - The applicant <b>has not developed or is at the beginning stage of developing</b> a system to create, implement, evaluate, and revise school curriculum including supplemental curriculum aligned with the state CCR Standards based on clearly defined and measurable expectations for student learning.</p> <p>2) <b>A</b> - The applicant <b>has developed</b> a system to create, implement, evaluate, and revise school curriculum including supplemental curriculum aligned with the state CCR Standards. <b>The system lacks cohesiveness or alignment with school's purpose.</b></p> <p>3) <b>M</b> - The applicant <b>has developed</b> a system to create, implement, evaluate, and revise school curriculum including supplemental curriculum aligned with the state CCR Standards based on clearly defined and measurable expectations for student learning. The system demonstrates <b>evidence of alignment</b> between the curriculum and the school's purpose <b>with systematic implementation across the school.</b></p> <p>4) <b>E</b> - The applicant <b>has developed</b> a system to create, implement, evaluate, and revise school curriculum including supplemental curriculum aligned with the state CCR Standards based on clearly defined and measurable expectations for</p>

	<p>student learning. The system demonstrates a <b>formalized process</b> of alignment with the curriculum and the school's purpose <b>with systematic and sustainable</b> implementation across the school.</p>
Evidence:	
<p>2. What process is in place or will be in place to design and implement instructional practices aligned with the curriculum to meet the unique needs of disadvantaged students?</p>	<p>1) <b>F</b> - The applicant <b>has not yet developed or is at the beginning stage of developing</b> a system to design, implement, evaluate, and adjust instructional methodology which is proven, research-based, and reflective of best practices.</p> <p>2) <b>A</b> - The applicant <b>has developed</b> a system to design, implement, evaluate, and adjust instructional methodology which is proven, research-based, and reflective of best practices. <b>The system lacks alignment with the curriculum and school's purpose.</b></p> <p>3) <b>M</b> - The applicant <b>has developed</b> a system to design, implement, evaluate, and adjust instructional methodology which is proven, research-based, and reflective of best practices. The system demonstrates <b>evidence of alignment</b> with the curriculum and the school's purpose with <b>systematic implementation across the school.</b></p> <p>4) <b>E</b> - The applicant <b>has developed</b> a system to design, implement, evaluate, and adjust instructional methodology which is proven, research-based, and reflective of best practices. The system demonstrates <b>a formalized process</b> of alignment with the curriculum and the school's purpose with <b>systematic and sustainable</b> implementation across the school.</p>
Evidence:	
<p>3. What process is in place or will be in place to develop a comprehensive academic assessment system to measure the performance of disadvantaged students?</p>	<p>1) <b>F</b> - The applicant <b>has not developed or is at the beginning stage of developing</b> a comprehensive academic assessment system based on clearly defined performance measures.</p> <p>2) <b>A</b> - The applicant <b>has developed</b> an academic assessment system based on clearly and defined performance measures. <b>The system is not comprehensive nor aligned with the curriculum and instructional practices.</b></p> <p>3) <b>M</b> - The applicant <b>has developed</b> a <b>comprehensive</b> academic assessment system based on clearly defined performance measures. <b>The system demonstrates evidence of alignment with the curriculum and instructional practices.</b></p> <p>4) <b>E</b> - The applicant <b>has developed</b> a</p>

	<b>comprehensive</b> academic assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology. <b>The system demonstrates a formalized process to yield reliable, valid, and bias free information to assess student performance on expectations for student learning; to conduct a systematic analysis of instructional effectiveness; to adjust curriculum and instruction systematically in response to data from multiple assessments.</b>
4. What process is in place or will be in place to recruit, select, and hire quality educators?	1) <b>F</b> - The applicant <b>has not developed</b> or is at the beginning stage of developing a system to recruit and select educators. 2) <b>A</b> - The applicant <b>has developed an inadequate system</b> that lacks recruiting strategies and criteria to select qualified educators. 3) <b>M</b> - applicant <b>has developed a system</b> with recruiting strategies and criteria to select qualified educators. 4) <b>E</b> - The applicant <b>has developed a comprehensive system</b> to recruit, select, and hire qualified educators to implement adopted curriculum and instructional practices effectively.
Evidence:	
5. What process is in place or will be in place to monitor and measure educator effectiveness?	1) <b>F</b> - The applicant <b>has not developed or is at the beginning stage of</b> designing a framework for monitoring and measuring educator effectiveness. 2) <b>A</b> - The applicant <b>has developed</b> a framework for monitoring and measuring educator effectiveness but <b>lacks fairness, flexibility, and a research-based approach.</b> 3) <b>M</b> - The applicant <b>has developed</b> a framework for monitoring and measuring educator effectiveness which is <b>fair, flexible, and a research-based approach to enhance and improve student learning.</b> 4) <b>E</b> - The applicant <b>has developed a comprehensive framework</b> for monitoring and measuring educator effectiveness. The framework is <b>fair, flexible, and a research-based approach incorporating multiple measurements of achievement with clearly defined expectations.</b>
Evidence:	
6. What process is in place or will be in place to engage leaders and educators in reflective self-assessment and school-wide assessment to identify areas for continuous improvement that aligns with the school's mission?	1) <b>F</b> - The applicant <b>has not yet developed or is at the beginning stage of developing</b> an ongoing process for continuous improvement. 2) <b>A</b> - The applicant <b>has developed an inadequate ongoing process</b> for continuous improvement. New improvement efforts <b>are not informed</b> by the

	<p>results of earlier efforts through reflection and assessment.</p> <p>3) <b>M</b> - The applicant <b>has developed an ongoing process</b> for continuous improvement. New improvement efforts <b>are informed</b> by the results of earlier efforts through reflection and assessment.</p> <p>4) <b>E</b> - The applicant <b>has developed a collaborative and ongoing process</b> for continuous improvement. New improvement efforts are informed by the results of earlier efforts through reflection and assessment <b>that are sustained and aligned with the school's mission.</b></p>
Evidence:	

Section D	F - 1	A - 2	M - 3	E - 4
1.				
2.				
3.				
4.				
5.				
6.				
			<b>Points earned:</b>	<b>/25</b>

**E. Budget Form and Narrative – Total points possible: 10 points**

Element 1. Complete the budget application.	Rating Description
	1) <b>F</b> – Budget application included <b>only numbers.</b>
	2) <b>A</b> – Budget description provided <b>few details</b> of how funds are to be spent.
	3) <b>M</b> – Budget description provided <b>details</b> of how funds are to be spent including job descriptions.
	4) <b>E</b> – Budget description provided <b>details</b> of how funds are to be spent <b>including job descriptions and cost objectives with time lines.</b>
Evidence:	

Section E	F - 1	A - 2	M - 3	E - 4
1.				
			<b>Points earned:</b>	<b>/10</b>



**F. ESEA 5203 Compliances – Non scoring**

Element	Rating Description
ESEA 5203 (b) (D)	<i>Non Scoring - Failure to address the question completely will disqualify the application from consideration</i>
ESEA 5203 (b) (E)	<i>Non Scoring - Failure to address the question completely will disqualify the application from consideration</i>
ESEA 5203 (b) (F)	<i>Non Scoring - Failure to address the question completely will disqualify the application from consideration</i>
ESEA 5203 (b) (G)	<i>Non Scoring - Failure to address the question completely will disqualify the application from consideration</i>
ESEA 5203 (b) (I) (i)	<i>Non Scoring - Failure to address the question completely will disqualify the application from consideration</i>
ESEA 5203 (b)(3) (I)(ii) and ESEA 5210 (1)(H)	<i>Non Scoring - Failure to address the question completely will disqualify the application from consideration</i>